

Draytonville Elementary

2373 Wilkinsville Hwy.
Gaffney, SC 29340

Grades	PK-5 Elementary School	
Enrollment	312 Students	
Principal	Janice G. Ford	864-487-1240
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mrs. Sandra B. Greene	864-902-3542

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	61	6	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

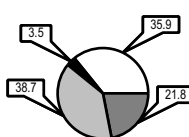
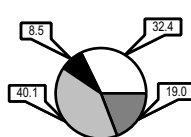
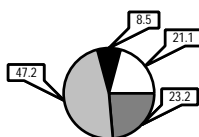
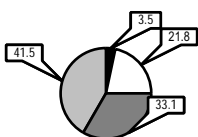
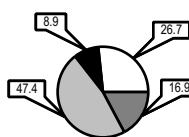
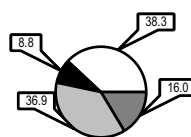
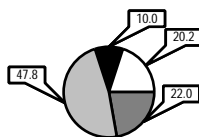
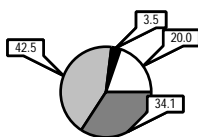
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	155	100.0	21.8	41.5	33.1	3.5	50.7	Yes	Yes
Gender									
Male	74	100.0	32.4	35.3	32.4	0.0	45.6		
Female	81	100.0	12.2	47.3	33.8	6.8	55.4		
Racial/Ethnic Group									
White	138	100.0	20.0	42.3	33.8	3.8	53.1	Yes	Yes
African American	16	100.0	45.5	36.4	18.2	0.0	18.2	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	18.5	43.1	34.6	3.8	52.3		
Disabled	14	100.0	58.3	25.0	16.7	0.0	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	155	100.0	21.8	41.5	33.1	3.5	50.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	154	100.0	22.0	41.8	32.6	3.5	50.4		
Socio-Economic Status									
Subsidized meals	87	100.0	30.8	42.3	24.4	2.6	39.7	Yes	Yes
Full-pay meals	68	100.0	10.9	40.6	43.8	4.7	64.1		

Mathematics – State Performance Objective = 36.7%									
All Students	155	100.0	21.1	47.2	23.2	8.5	51.4	Yes	Yes
Gender									
Male	74	100.0	23.5	50.0	22.1	4.4	45.6		
Female	81	100.0	18.9	44.6	24.3	12.2	56.8		
Racial/Ethnic Group									
White	138	100.0	17.7	48.5	24.6	9.2	53.8	Yes	Yes
African American	16	100.0	63.6	27.3	9.1	0.0	18.2	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	17.7	49.2	23.8	9.2	53.1		
Disabled	14	100.0	58.3	25.0	16.7	0.0	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	155	100.0	21.1	47.2	23.2	8.5	51.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	154	100.0	21.3	46.8	23.4	8.5	51.1		
Socio-Economic Status									
Subsidized meals	87	100.0	28.2	50.0	15.4	6.4	43.6	Yes	Yes
Full-pay meals	68	100.0	12.5	43.8	32.8	10.9	60.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	155	100.0	32.4	40.1	19.0	8.5	27.5
Gender							
Male	74	100.0	38.2	33.8	19.1	8.8	27.9
Female	81	100.0	27.0	45.9	18.9	8.1	27.0
Racial/Ethnic Group							
White	138	100.0	31.5	39.2	20.0	9.2	29.2
African American	16	100.0	45.5	54.5	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	30.0	41.5	19.2	9.2	28.5
Disabled	14	100.0	58.3	25.0	16.7	0.0	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	155	100.0	32.4	40.1	19.0	8.5	27.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	154	100.0	32.6	40.4	18.4	8.5	27.0
Socio-Economic Status							
Subsidized meals	87	100.0	46.2	34.6	14.1	5.1	19.2
Full-pay meals	68	100.0	15.6	46.9	25.0	12.5	37.5

Social Studies							
All Students	155	100.0	35.9	38.7	21.8	3.5	25.4
Gender							
Male	74	100.0	47.1	26.5	23.5	2.9	26.5
Female	81	100.0	25.7	50.0	20.3	4.1	24.3
Racial/Ethnic Group							
White	138	100.0	33.8	38.5	23.8	3.8	27.7
African American	16	100.0	63.6	36.4	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	33.8	40.0	22.3	3.8	26.2
Disabled	14	100.0	58.3	25.0	16.7	0.0	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	155	100.0	35.9	38.7	21.8	3.5	25.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	154	100.0	36.2	38.3	22.0	3.5	25.5
Socio-Economic Status							
Subsidized meals	87	100.0	48.7	35.9	15.4	0.0	15.4
Full-pay meals	68	100.0	20.3	42.2	29.7	7.8	37.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	45	100.0	16.3	37.2	41.9	4.7	46.5
	4	50	100.0	36.0	36.0	28.0	N/A	28.0
	5	42	100.0	31.0	50.0	14.3	4.8	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	16.0	36.0	44.0	4.0	48.0
	4	48	100.0	28.6	33.3	35.7	2.4	38.1
	5	53	100.0	22.0	54.0	20.0	4.0	24.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	45	100.0	16.3	48.8	30.2	4.7	34.9
	4	50	100.0	16.0	50.0	22.0	12.0	34.0
	5	42	100.0	26.2	38.1	21.4	14.3	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	24.0	54.0	16.0	6.0	22.0
	4	48	100.0	23.8	35.7	26.2	14.3	40.5
	5	53	100.0	16.0	50.0	28.0	6.0	34.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	28.0	46.0	22.0	4.0	26.0
	4	48	100.0	35.7	31.0	14.3	19.0	33.3
	5	53	100.0	34.0	42.0	20.0	4.0	24.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	28.0	42.0	22.0	8.0	30.0
	4	48	100.0	35.7	38.1	23.8	2.4	26.2
	5	53	100.0	44.0	36.0	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 312)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.9%	Down from 1.1%	3.4%	3.0%
Attendance rate	96.2%	No change	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.6%	3.2%
Eligible for gifted and talented	17.5%	Up from 17.2%	12.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.9%	Up from 2.9%	9.2%	8.2%
Older than usual for grade	0.3%	Down from 0.7%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	65.2%	Down from 66.7%	51.6%	52.6%
Continuing contract teachers	82.6%	Down from 87.5%	85.2%	83.3%
Highly qualified teachers	95.7%	Up from 91.7%	94.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.1%	Down from 90.8%	87.6%	87.0%
Teacher attendance rate	93.2%	No change	94.8%	95.0%
Average teacher salary	\$43,808	Down 0.3%	\$41,596	\$41,703
Prof. development days/teacher	11.1 days	Up from 11.0 days	13.5 days	12.8 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	No change	18.5 to 1	18.8 to 1
Prime instructional time	86.7%	Down from 87.4%	89.2%	89.8%
Dollars spent per pupil*	\$5,812	Up 4.4%	\$6,058	\$6,242
Percent of expenditures for teacher salaries*	68.7%	Up from 68.2%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.4%	Down from 96.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	96.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Draytonville Elementary School's mission, in partnership with family and community, is to provide first-class educational programs that ensure that all students acquire the skills needed to reach their maximum potential in an ever-changing world. The mission provides focus for all that we do. Draytonville Elementary is a Title I schoolwide program and is proud to have continuing accreditation through the Southern Association of Colleges and Schools.

Strong, dedicated teachers and support personnel are the backbone of our school. Mrs. Tina Waters was selected as the Teacher of the Year, and Mrs. Lynn Wilkins was chosen as the Reading Teacher of the Year. Mrs. Laura L. Martin was selected to attend the Physical Science session of the 2005 Science P.L.U.S. Institute at Roper Mountain Science Center. Mrs. Angela Farley, Mrs. Cindy Shull, and Miss Angela Hollis served on curriculum revision committees.

Our school's PACT scores continued to improve. But as the No Child Left Behind law raises the bar, we must continue to work even harder. A balanced literacy approach was used to teach language arts. Mathematics is more rigorous than in the past. Science and social studies are now tested on PACT. Our early childhood classes followed the Creative Curriculum. Supplemental programs, such as Accelerated Reader, Sunshine Math, and the Compass Odyssey computer program provided motivation for students.

Students continued to excel. Four of our students won awards at the Regional Science Fair. Four students were selected to attend the SC Elementary Honors Choir. We had one VFW district essay winner, two district Conservation Poster contest winners, and three district winners at the CCRA Young Writers' Gala. We also had two students to represent Cherokee County at the SC Young Writers' Conference.

We are proud of our school. A solid PTO and School Improvement Council support our school, and parents and community members assist us in many ways. We invite you to become a part of our school family.

Janice G. Ford, Principal
Sheila Alexander, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	50	49
Percent satisfied with learning environment	100.0%	98.0%	89.6%
Percent satisfied with social and physical environment	100.0%	94.0%	85.7%
Percent satisfied with school-home relations	82.6%	96.0%	75.5%

*Only students at the highest elementary school grade level at this school and their parents were included.